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ABSTRACT

To investigate bilingual teacher training and its effect on bilingual bicultural instruction, a review of the literature was undertaken and teacher training for a bilingual bicultural program in a Texas school district was analyzed through an interview with the program supervisor. The review focused on the academic achievement of language minority groups, success factors in bilingual education programs, bilingual teacher certification and competencies, correlations between teacher attitudes and bilingual education, bilingual education program rationales, inclusion of culture in instruction programs, and the University of Texas at Austin teacher preparation program, New York City Bilingual Teacher Intern Program, and six French bilingual projects in New England and Louisiana. Findings on the Texas school district bilingual program (intended to develop capability in English and Spanish) revealed: a real attempt to give teachers necessary training; inconsistency between philosophy and practice, e.g., student evaluation through standardized tests in English; that the supervisor had too many responsibilities but lacked input into essential program components; personal attitudes (influenced by salary and class size) affected the performance of those involved. Recommendations relate to the understanding of bilingual education goals, community involvement, curriculum, program assessment, and program financial support. (RS)

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AN INVESTIGATION OF BILINGUAL TEACHER TRAINING AND ITS EFFECT ON BILINGUAL BICULTURAL INSTRUCTION

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January 10, 1979

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AN INVESTIGATION OF BILINGUAL TEACHER TRAINING
AND ITS EFFECT ON BILINGUAL BICULTURAL INSTRUCTION

RATIONALE

The school is a social institution which normally affects numerous individuals from the ages of at least 6 to 16. Since the English language tends to be the general language of instruction in schools within the United States, it seems noteworthy to investigate the impact of this institution on learners whose native language is NOT English.

According to the 1970 U. S. Census, 33.2 million Americans (approximately 16 percent of the population) speak a language other than English as a native tongue. Spanish, German, and Italian speakers are the most numerous, in that order. Spanish is the only one of the three which has experienced substantial growth in the number of speakers since 1940, largely due to increased immigration from Latin America (Fishman and Hofman, 1966). Between 1920-1973, approximately 216,000 Central Americans and 488,000 South Americans immigrated to the United States (Annual Report of Immigration, 1973). By 1973, Spanish origin persons numbered 9,072,602 nationally and comprised the second largest minority group in the United States.

In accordance with the U. S. Office of Education estimates, at least 5 million students of limited or non-English speaking ability need special

language programs (U. S. Commission on Civil Rights, May 1975). The Census Bureau reports that 4.5 million Spanish speaking youngsters under 20 years of age speak Spanish at home (Subject Reports -- Persons of Spanish Origin, 1973). An estimated 260,000 Asian American children speak little or no English (Annual Report on Immigration, o/. cit.), and some 56,493 Native American children speak a Native American tongue as a first language (Subject Reports -- American Indians, 1973).

Since the national language of the United States is English, and because instruction in American schools is generally in this language, it seems imperative to determine the effects of this pedagogy on students whose native tongue is not English. Compared with the median number of 12.0 school years completed for Anglo Americans, the median is 8.1 for Mexican Americans, 4.6 for Puerto Ricans, 9.8 for Native Americans, and 12.4 for Asian Americans (General Social and Economic Characteristics, Table 1; Persons of Spanish Origin, Table 4; American Indians, Table 3; 1970 Census of Population: Subject Reports -- Puerto Ricans in the United States, June 1973, Table 4; 1970 Census of Population: Subject Reports -- Japanese, Chinese, and Filipinos in the United States, June 1973, Tables 3, 18, 33, 46, and 48. Median number of school years was not accessible for Asian Americans in general. The figure provided reflects the median for Chinese, Japanese, Filipino, Hawaiians, and Koreans).

Academic achievement scores for language minority groups in the 1966 Coleman report indicate that they lag significantly behind majority group Americans. By the 12th grade, the Mexican American student is 4.1 years behind the national norm in math achievement, 3.5 in verbal ability; and 3.3 in reading. The Puerto Rican learner is

4.8 years below the national norm in math; 3.6 in verbal ability, and 3.2 in reading. The Asian American student is 0.9 years behind the norm in math; 1.6 in verbal ability; and, 1.6 in reading.

In 1968, the U. S. Congress passed the Bilingual Education Act in an attempt to help improve the situations described above. The legislation was created "... to provide financial assistance to local educational agencies to develop and carry out new and imaginative elementary and secondary school programs designed to meet these special educational needs..." of children of limited English-speaking ability (Andersson and Boyer, 1970, p. 1).

The Bilingual Education Program is planned to meet several goals. Specifically, the concern is for learners in this group to develop greater competence in English, to become more proficient in the use of two languages, and to profit from increased educational opportunity. Use of the native tongue as a means of instruction before the child has a sufficient command of English to deal with all of his education, may help prevent retardation in school (Ibid, p. 8).

Bilingual Education is instruction in two languages and the use of both languages in any part of or in all of the school curriculum. Historical and cultural aspects related to a student's native language are considered an essential component of bilingual education (Saville and Troike, 1973).

This research project is intended to explore a particular facet of bilingual education. This study proposes to investigate bilingual teacher training and its effect on bilingual bicultural instruction.

REVIEW OF RELATED LITERATURE

Bilingual education has not always been available for those members of ethnic groups who required it. During the great migrations to the United States (circa 1880 - 1920), children of immigrants found American schools inhospitable and largely alien (Cordasco, 1976). Cordasco (Ibid) states that

> "... no overall programs were developed to aid any particular immigrant group. Although there was little agreement as to what Americanization was, the schools were committed to Americanize (and to Anglicize) their charges" (p. XIX).

Narrowing the scope of inspection somewhat, Sosa (1976) discovered certain factors which appear to have affected the course of bilingual education in Texas. From the 1930's to the 1950's, the Mexican American child found himself/herself in an educational havoc, inspite of compensatory programs for the "culturally deprived." The dropout rate was exceedingly high, and demands were placed on these children to relinquish some of their cultural patterns, especially their language heritage. They were also urged to assimilate and acculturate into the American mainstream.

With the advent of bilingual education programs in the 1960's, a culturally democratic learning environment became possible. Innovative bilingual education programs considered the language, heritage, values, thinking learning styles which the Mexican American students brought from home. For the Mexican American, it appears that the use of Spanish helped to develop a positive self concept while concurrently helping him/her to gain proficiency in English and Spanish. Fantini

(1974) found that when a significant other (i. e., a parent, maid, or grandparent) was involved in the teaching of alnguage, the acquisition of that language was more readily achieved. He found that his son was a competent coordinate bilingual by the age of five. During this growth period, the parents had exposed the youngster to Spanish, He had also apparently acquired English through attending nursery school, as well as, being with people in various environments who spoke the language (i. e., uncles and aunts).

Other factors appear to have contributed to the acceptance of bilingual education. The civil rights movement, the U. S. Commission on Civil Rights, favorable court rulings affecting Mexican Americans, and various interest and pressure groups seem to have helped curb some discriminatory practices and alleviated some of the degrading conditions for Mexican Americans.

The Federal government, through enactment of the Bilingual Education Act of 1968, and the Texas Education Agency, by making it a state responsibility to meet the needs of Limited English-Speaking Ability (L. E. S. A.) students - i. e., some of the Mexican American youngsters in the public schools, have also been influential in bringing about change. This state mandate was made possible through Senate Bill 121 which amended the Texas Education Code, effective August 1973.

Finally, proponents of bilingual education have helped to bring about change in the education of the Spanish-speaking students. Leaders such as Manuel, Sanchez, and Andersson, through their writings have helped to make the national community aware of the urgency for a type of education that directly addresses itself to the needs of special populations - i. e., Mexican American students not succeeding in the regular school curriculum.

In a statewide survey, Sosa (op. cit.) also found that bilingual programs were being implemented in various fashions. Bilingual classes were in existence from Kindergarten through the eighth (8th) grade, and audio-visual aids were being utilized extensively, including novel television programs for bilingual children. Varied materials and techniques were also being employed to teach Reading and vocabulary building skills in Spanish, in oral and written activities. These items received priority in the amount of teaching time assigned.

In attempting to determine which factors contribute to the success of bilingual education programs, Stephens (1977) and Aamora (1977) shared certain common findings. A comprehensive sustaining board policy, long-range board commitment, program control over budget and expenditures, and clearly defined administrative and management functions, and precisely stated objectives appeared critical. In addition, parental loyalty to bilingual education, a wide base of involved parents, effective school and district advisory committees, and a large number of volunteer aides also seemed to be very important. Voluntary student enrollment and effective language dominance screening were also necessary. Commitment to employ the best qualified personnel supportive of bilingual education, total staff involvement in recruiting processes, and adequate resource personnel were deemed of utmost importance as well. Instruction based upon a clearly defined philosophy of bilingual bicultural education, with aides being fully bilingual-biliterate was a definite must. Effective paying seemed a required key point for high teacher-aide morale. Also stressed was the district's need to emphasize systematic acquisition of bilingual bicultural materials, as well as, the use of appropriate criterion and norm-referenced tests. Evaluation of each project component was suggested as essential, and increased accountability showed

an inclination toward more precise planning and implementation.

For bilingual programs to be successful, formally qualified teachers apparently need to be involved. In her review of these programs nationally, Waggoner (1976) found that all of the states, which promoted bilingual education in the schools, had bilingual teacher certification or endorsement requirements that included proficiency in a language other than English. Also required was some kind of competence in the culture and heritage of minority groups to be served by bilingual programs.

The Texas Education Agency (Ibid) has developed certain guidelines for bilingual teacher certification. The program needs to be in an area of specialization in Bilingual Education on the Elementary Teaching Certificate or a teaching field in the Junior High and High School Certificates. Both the area of specialization and the teaching field must consist of twenty-four (24) semester hours, twelve (12) of which must be junior level or above. Included in the program are:

A. Foundation Component - emphasizes a rationale for Bilingual Education and an orientation to the State-wide Program.

B. Linguistic Component - includes Descriptive Linguistics, Applied Linguistics, Psycho-linguistics, and Contrastive Linguistics in English and the language of the target population.

C. Methodlolgy Component - comprises studies to develop skills and techniques in teaching

   1. English as a Second Language;

   2. the language of the target popluation as a first and second language;

   3. Reading in English and the Language of the target population; and,

   4. appropriate subject matter in the language of the target population.

D. Psychological Component - includes analysis of the principles of Educational Psychology (including testing) as applied to children or youth in a Bilingual Education program.

E. Cultural Component - focuses on the culture and cultural patterns of the target population, as well as, the group's contributions to the geographical region.

F. Language Component - concentrates on studies of the standardized dialect of the target population.

1. This emphasis should hopefully extend the teacher's command of that language.

2. Demonstrated proficiency at the teaching level in the language of the target group and in English must be achieved prior to the college recommendation.

3. Basic language study as such should not be included as a component of the Bilingual Program.

4. Advanced language study should not consist of more than six (6) of the twenty-four (24) semester hours.

G. Professional Education - includes, in part, a very special emphasis on student teaching. The student teaching experience should be composed of experience in a bilingual classroom at the appropriate level of the certificate program with teaching in both English and the language of the target population.

In addition to the formal requirements presented above, individuals considering working in bilingual education programs seem to need to consider certain psychological criteria. Since bilingual schooling is generally a deviation from the regular curriculum, prospective teachers in the field probably need to evaluate their own attitudes toward this type of education. Bereiter and Freedman (1964) found that college students majoring in secondary education tended to reflect the attitudes of their prospective teaching fields, while those in elementary and physical education tended to be among the most conservative. Additionally, engineering, business, agriculture, and education majors showed relatively few fears, worries, and conflicts. The researchers also discovered that evaluation of one's sociability, confidence in social situations, and interest in people could possibly influence one's choice of occupation as well as one's success in it.

Since teaching does involve considerable social interaction in

various settings, the information above apparently has direct application to people considering teaching in a bilingual bicultural program. In analyzing the teacher-student-community relationship in a bilingual education program in Mexico, Bernabé (1975) found that the successful teachers tended to be dynamic and allowed the students to express their ideas without fear of ridicule. Additionally, these teachers permitted their children to express themselves in their own dialect, as well as in the national language (standard Spanish). That the teachers helped to organize social and sports events, as well as meetings concerning program activities, was perceived very positively by the community.

In a similar kind of research project, Castaneda, et. al. (1975) found that Mexican American youngsters apparently differ in their value orientations. However, teachers who experienced success in dealing with these learners tended to exhibit certain types of behavior. For example, relating personal experiences to the students, as well as allowing them to discuss their own experiences, appeared to help improve teacher-student relationships. In addition, being able to fantasize and have a sense of humor seemed to be valuable assets. Cooperative group work, maximum adult-child contact (i. e., teacher with an individual student or small group), and sensitivity to the learner's feelings also were found to be valuable qualities. Educators who used Spanish freely; provided English as a Second Language instruction; and incorporated Mexican, Mexican American, and Spanish heritage materials and cultural activities into the curriculum tended to be successful. Finally, by encouraging active parental involvement (i. e., resource people and/or aides) and by informing the youngsters that their achievement was an accomplishment for his/her family was also perceived in a positive light.

From the evidence presented above, it is obvious that colleges and universities offering bilingual teacher-training programs need to be cognizant of these potentially influential factors. In an attempt to assess the curricula and faculty of fourteen Michigan teacher training programs, Garcia (1978) conducted a survey. The data suggested that the programs were of a recent nature in the state, and quite weak in terms of evaluation provisions. In terms of curricula, the programs were rated low in defining language proficiency, times of language assessment, presence of language assessment procedures, and student teaching in currently operating bilingual public school programs. Also perceived as inadequate were the number of courses offered and required in the cultural and methodology components; that is, a minimum of three cultural courses offered and two required, and a minimum of three courses offered and three required in the methodology component.

In addition, Garcia (Ibid) also found the state Board of Education guidelines to be unclear and inadequate. The programs seemed weaker in the methodology than in the cultural component. They reflected the monolinguistic thrust of the guidelines which emphasized English as a Second Language. Regarding faculty, positive assessments were made with respect to language (bilingualism), academic exposure, experience, and interest. However, the quantity of the faculty involved in bilingual programs was relatively small.

In the following section, several competencies are mentioned which a teacher in a bilingual program should apparently possess. The implications for college and university training programs are obvious. Several authorities on bilingual education have expressed their views concerning the required skills of a bilingual education teacher. Among these is George M. Blanco, Director of the Office of Bilingual Education

at the University of Texas at Austin. Blanco (1977) stated that this teacher should be able to formulate and teach instructional units in the curriculum areas in both languages, as well as, include significant aspects of the student's culture in the instructional program. Additionally, this educator should be able to develop language assessment skills and employ the results in the pedagogical program. Development of evaluation strategies for the various subject areas and the modification (when necessrry) of current teaching materials to meet specific individual needs are other competencies which this teacher should possess.

In referring to the recommendations concerning bilingual teacher competencies, as suggested by the Center for Applied Linguistics, Blanco (Ibid) mentioned that the instructor should be able to utilize several techniques effectively in the student's native language(s) in various content areas, namely:

A. Development of realistic performance objectives and their evaluation;

B. Inquiry/discovery strategies;

C. Individualized instruction;

D. Learning centers;

E. Uses of media and audio visual materials;

F. Systems approaches to the teaching of reading mathematics skills;

G. Team teaching and cross grouping; and,

H. Interaction analysis.

In order to apply the previous knowledge and skills in a real situation, the future teacher, according to Blanco, should have field experiences provided throughout the training program, beginning at the freshman level, if at all possible.

At the February 1976 Conference on Coordinating Foreign Languages, Blanco focused on a highly sensitive aspect of bilingual education. It appeared that in some instances, some teachers were being placed in a bilingual education program merely because they could speak the language of the target population (i. e., Spanish). It was further noted that because one could converse in English and in the second language did not necessarily mean that this individual had the expertise to teach in both languages. When unqualified teachers were placed in a bilingual teaching setting, confusion was often experienced by the instructor and by the students as well. As a result, learners tended to emulate certain teaching behaviors of the teacher.

In an attempt to help prospective teachers in bilingual education programs to communicate and instruct adequately in both languages, Blanco (Ibid) stated that the teacher preparation program at the University of Texas at Austin followed certain procedures. Incoming freshmen and sophomore students are interviewed orally. Then they listen to recordings of dialogues or conversations, voiced by native speakers from Texas, utilizing a standard variety of language. Thus, the students are required to listen, read, write, and then to verbalize again. The results help to indicate certain areas of weakness, if any.

The undergraduate course in bilingual education, which Blanco teaches, is given completely in Spanish, including assignments, tests, etc. During each class meeting, the students take dictation in Spanish in order to develop their grammatical, spelling, and accent usage skills. Since the course is taught at an elementary school, university students have the opportunity to tutor the younger learners in oral language. Audio visual aids are used extensively to help develop the child's vocabulary. In an attempt to help the university students understand that

the youngsters do have a knowledge of the Spanish language and that they (the university learners) are trying to teach them another form based on the existing competence, Blanco's students analyze recordings of the children's speech. They focus on the phonology, morphology, and syntax of the language. Through this endeavor, it is expected that the prospective teachers will realize that the children often do have a better control of the Spanish language than they have been given credit for.

Foreign language teachers, according to Blanco, should share their expertise with the people in bilingual education. Items such as considerations in teaching English as a Second Language, and the relationship between the home dialect of the child and that of the school, should be paramount. Interdepartmental teaching (i. e., between the Foreign Language Department and the Department of Education) at the college and university level was also highly encouraged.

In addition to the ideas mentioned above, Blanco (1976) further suggested that colleges and universities offer advanced courses in composition and dialectology for students in bilingual education, as opposed to literature courses. He urged that Spanish majors be encouraged to get at least high school certification, and later, elementary certification, should they become involved in a bilingual elementary school program.

Foreign language teaching public school personnel were urged by Blanco to determine the objectives of the school district's bilingual education program and to establish how they could function within it. The author suggested that teachers in bilingual education programs not belittle a student for speaking Spanish, but rather, recognize the dynamics of language variation within a variety of social contexts. And finally,

instead of looking on bilingual education as remedial in nature, Blanco encouraged foreign language teachers to think of it as a new conception of the whole range of education, especially for the non-English speaking child who is just entering school. Andersson and Boyer (1978) succinctly state that bilingual education

> "... necessitates rethinking the entire curriculum in terms of the child's best instruments for learning, of his readiness and motivation for learning the various subjects, and of his own identity and potential for growth and development." (p. 57).

Since learning apparently is a complex process in need of much research and understanding, individuals going into teaching, i. e., bilingual education programs normally need to participate in frequent preservice and inservice training sessions. In an attempt to develop and implement an evaluation model for bilingual bicultural inservice training programs, Rodgers (1977) piloted a four-week workshop session in Jalapa, Veracruz, Mexico. Specifically, the evaluation model was designed to provide information on the following topics:

(1) Change in cultural attitudes, cultural knowledge, and familiarity of the participants;

(2) The relationship between sex, age, ethnicity, cultural attitude scores, and cultural knowledge, and familiarity scores of the participants;

(3) Participants' needs and degree of needs fulfillment with regard to the workshop experience;

(4) Specific workshop components;

(5) Rating of whrkshop instructors, overall effectiveness of the workshop;

(6) strengths and weaknesses of the program;

(7) Reaction of the workshop director and instructors; and,

(8) Suggestions for improvement of the program.

The findings revealed a significant change in the cultural attitudes and the cultural knowledge and familiarity of the participants.

There was no interaction between ethnicity and pre-posttest scores; nor was there any significant correlation of age and sex with test scores. While the workshop did apparently meet the needs of some participants, it did not include areas which were of prime concern to the majority of the participants. Additionally, the instructors received very high ratings.

An aspect of bilingual bicultural education which is frequently dealt with during inservice training is attitudes. After an extensive review of the literature, Gray and Arias (1977) concluded that incorporating the practice of "cultural democracy" in the classroom would apparently aid the development of positive "integrative" attitudes toward both cultures on the part of the participating students. Also considered relevant was the teacher's attitudes towards both languages - i. e., English and the native language of the target population (i. e., Spanish). Thus, it appears that the environment in the classroom should be one in which the child's attitudes and those of the teacher toward each other's language and culture are given positive value, status, and importance.

In two independent research projects, Travelle (1978) and Chapa (1978) also explored the correlation between teacher attitudes and bilingual education. Chapa (Ibid) found a relationship between the ethnicity of certain elementary school teachers and principals and their attitude toward disadvantaged children. The subject with positive attitudes toward disadvantaged children had no difference in their attitudes toward bilingual education related to ethnicity, but among subjects with negative attitudes toward disadvantaged children, Mexican Americans had more positive attitudes toward bilingual education than non-Mexican Americans.

In her study, Travelle (op. cit.) found that bilingual education classroom teachers, in general, accepted bilingual education principles.

However, those teachers who exhibited a high degree of acceptance for these educational precepts did not necessarily, as a group, implement bilingual education curriculum to a higher degree than those with a lesser degree of acceptance. Most of the teachers in the study had chosen to work in a bilingual education classroom setting and had received some corresponding pedagogical training. Bilingual teachers were found to more readily accept the principles of bilingual education and to provide instruction in Spanish and in English to a higher degree than monolingual teachers. In general, though, the teachers created a classroom environment in which the students could freely use either language.

In this same investigation, Travelle also found that bilingual teachers tended to provide instruction in English more frequently than in Spanish. These same educators were found to infrequently include the history and culture of Mexican American pupils into the curriculum. Furthermore, the instructors did not utilize Mexican American community resources and resource persons to supplement the educational program.

Similar findings, with respect to the inclusion of Mexican American culture into the instructional program, were obtained by Nicholl (1978) while researching several federally funded bilingual education programs in California. The projects tended to separate culture from language, giving minimal notice to Mexican American culture while emphasizing the Spanish language. The culture was viewed as an extension of the culture of Mexico - traditional, rural, and folk in nature, rather than the nationalistic, urban culture of Mexico since the Revolution of 1910. Finally, although the majority of projects stated cultural pluralism as their goal, analysis of the data concerning teacher-pupil characteristics, Hispanic culture displayed in classrooms, Spanish-language books used, and the use of oral Spanish by teachers and pupils led to the conclusion

that these projects were aimed more at rapid and complete assimilation of students.

Different bilingual education programs deal with the aspect of culture of varied manners. In analyzing six French bilingual projects in New England and Louisiana, Herrmann (1976) found that the cultural characteristics most frequently selected by curriculum writers were: creative arts, language, holidays and festivals, ecology, exploitation of natural resources, technology, ethnic history, means of subsistence, food, and the family. Several projects were formulated and all projects developed French instructional aids, reading materials, and games appropriate for the cultural perspectives and linguistic capabilities of the students.

Herrmann (Ibid) also found that no single pattern of culture curriculum sequencing prevailed. The heaviest cultural emphasis occurred in the areas of social studies, creative arts, and language arts, and a concerted effort was apparently made to incorporate the child's language and culture into every area of instruction. Solutions to the problems of selection of relevant material varied greatly and appeared to be influenced directly by local traditions.

The French curriculum writers were found to deal with cultural commonalities as well as with differences (i. e., in the ecology and environment units). They also carefully prepared units in science and physical education, especially designed for language development. However, in certain instances, some curriculum developers tended to portray the culture idealistically rather than realistically, as important historical facts were occassionally omitted or left unexplained. In addition, a traditional approach to sex roles was apparent, and instruction about the family was at times offered in a culture-free context.

Up to this point, the review of literature has focused on specific aspects of bilingual education teacher training. In an attempt to illustrate the interrelationship of factors which appear to contribute to a successful bilingual education school program, Roth (1976) reported on the Bilingual Teccher Intern Program implemented in several New York City school districts during the 1975-1976 academic year.

The goals of the program were to provide bilingual instructional services in all areas to Hispanic pupils of limited English-speaking ability and to select, train, and place bilingual teachers in the classroom. In addition to the previously mentioned instructional services, the two thousand four hundred (2,400) Kindergarten - eighth (8th) grade students received instruction in English as a Second Language, Spanish language skills, and Hispanic history and culture. Helping to guide the eighty (80) interns involved were the Project Director, the Coordinator, three Field Counselors/Teacher Trainers, and two Administrative Aides.

Teacher training was accomplished through three modes: inservice workshops, graduate school training at the City University of New York (C. U. N. Y.) and field supervision conducted by the trainers. The latter method included periodic observations at each site location.

Not only did the program staff organize the teacher training aspect, but it also provided for parental involvement by creating workshops in various areas of bilingual education in conjunction with participating school districts. In several districts, parents participated in second language instruction workshops, and Parent Advisory Committees were also formed. Additionally, the program established an Intern Advisory Council composed of Bilingual Intern representatives from each participating district. Through several avenues, including the publication of the Bilingual Newsletter, the staff disseminated information concerning the

program's activities.

In evaluating the program after six months, participating students were found to have achieved statistically significant improvement in mathematics. On a questionaire, one hundred percent (100%) of the teacher interns provided favorable effectiveness ratings on over sixty percent (60%) of the training activities. In addition, based upon numerous visits to various sites of program activity, observations, and interviews with program and non-program personnel, no substantial discrepancies between the proposed program and its implementation were found.

The procedures employed in this project to train bilingual education teachers seem to warrant special attention. By attaining nine (9) hours credit in the Graduate School of Education at C. U. N. Y., the interns completed work leading to a Master's degree. They attended C. U. N. Y. either on Tuesday or Wednesday, while Thursday was dedicated to workshop training sessions. These sessions were integrated with the C. U. N. Y. graduate program and with problems that arose within the context of classroom assignments in the school setting.

The program developed a procedure to expose all interns to each phase of training on a rotating, as well as, elective basis. Each teacher trainer conducted module instruction based upon individual expertise and preference in subject matter. The modules operated concurrently, thus allowing interns to participate in all three on a rotating basis as the modules recycled. Instruction proceeded from the theoretical to the concrete, with classroom, as well as graduate school problems being articulated freely. Strong emphasis was placed on developing concrete teaching-learning devices from commonly-used materials. Using these materials, the interns developed units which they

successfully implemented in the classroom. Additionally, the interns participated in workshops dealing with curriculum selection and utilization, open education, and science. Thus, the continuous feed-back loop for adjustment and new input appears to have been successfully utilized.

On the basis of all the data presented, it was felt that the project staff assignments and responsibilities were clearly delineated and implemented. The screening and evaluation of pupils was apparently accomplished successfully. Inservice training appears to have helped the interns screen and evaluate pupils, as well as assisted them in formulating varied teaching-learning activities to achieve cognitive and affective growth. Parental involvement was also deemed adequate. Cultural heritage activities, where Spanish-dominant and English-dominant students received combined instruction, resulted in an increasing mutual respect and interest in each other's cultural backgrounds. Because the project allowed for parents and non-program personnel to interact with the individuals in the research study, community relations and project perceptions were enhanced.

From this review of related literature, it is expected that an adequate frame of reference has been established for the current research investigation.

PROCEDURE

In an attempt to make this investigation relevant and useful, the writer interviewed the supervisor of a bilingual bicultural program of a school district in Texas. A copy of the finished report will be provided to this individual.

Before explaining the specific format of the interview, a description of the school district involved, and of the community in which it is located, will be provided. According to the 1970 Census Tracts (1972), the city had a population of 69,024, who earned a median annual income of $4,213.00 and completed a median of 7.4 years of formal schooling. It was further established that 58,980 of these residents either had Spanish as a native language or came from homes where the head or wife reported Spanish as his or her mother tongue.

The data further revealed that the school district involved has an area of 14 square miles and had 65,262 residents. These people, with an annual median income of $3,935.00, attained a median of 6.6 years of schooling. Additionally, approximately 90 percent (58,930) of the school district's population consisted of either individuals whose native language was Spanish or who had Spanish surnames. Having completed a median of 6.3 years of schooling, these citizens were reportedly earning a median annual salary of $3,940.00.

Having provided the preceding background information, a description of the interview will now be presented. The interview focused primarily on the following questions:

1. What does bilingual bicultural education mean to you?
2. Why did the school district establish a bilingual bicultural education program?
3. What are the goals of the district's bilingual bicultural program?
4. What seem to be the critical factors which greatly influence the success or failure of bilingual bicultural education programs?
5. What specific steps are being taken by the school district in order to achieve the objectives of the program?
6. How will progress toward these goals be measured? On what basis were these decisions made?
7. What specific qualities do you look for in teachers who are to participate in the bilingual bicultural education program?

FINDINGS

The interview yielded a considerable amount of interesting information. Bilingual bicultural education was viewed as instruction in two languages which included the development of concepts, skills (i. e., reading) and cultural awareness. Additionally, it appeared that the school district established the bilingual bicultural education program for several reasons. Among these were that the results of a Needs Assessment Survey indicated the need for such a curriculum. From these data certain priorities were established -- the development of student proficiency in the English language and in other communication skills, i. e., reading and writing. Finally, the Texas Education Agency mandate, requiring school districts to provide bilingual bicultural education to students of Limited English Speaking Ability (L. E. S. A.) in order to receive state funds, also influenced the formation of the program.

The general goal of the curriculum design was perceived as one intended to develop students capable of functioning in both the English and Spanish languages. In particular, the development of literacy skills in both languages was viewed as paramount.

With regard to the future of bilingual bicultural programs, personal attitudes on the part of all concerned were seen as highly influential. These perceptions were felt to affect teacher interpretations of bilingual programs and his/her performance in this type of setting.

The district was viewed as attempting to achieve its program objectives. Teacher training sessions dealt (and deal) with such topics as:

1. Strategies for oral language development;
2. Diagnostic-prescriptive activities;
3. Classroom management;
4. Identification of language differences;
5. Parental involvement;
6. Spanish reading;
7. Content area teaching;
8. Development of student self concept; and,
9. Teaching English as a second language.

The teacher training procedures were (and are) organized in a variety of fashions. Preservice and inservice workdays, as well as release time, are frequently used. Teachers participating in Project B. E. S. T. (Bilingual Education Staff Training) are allowed five (5) days off, and substitute educators take over their classroom duties. During this period, the trainees, under the supervision of formally qualified university and school district personnel, work through fifteen (15) modules dealing with topics such as those mentioned above.

In order to help determine the nature of the bilingual teacher-training institutes, the district conducted (and conducts) Needs Assessment Surveys in which the classroom educators provide input. Often, however, the training secured appeared to be highly influenced by the amount of financial resources available.

With regard to instructional designs and procedures, the interviewee mentioned that the Kindergarten through third grade classes were the only ones directly participating in the bilingual program currently.

Spanish instruction was apparently provided to the students as needed, but primarily during the language arts period. Learners in the upper elementary grades received instruction in Spanish reading and writing during the time allowed for this subject.

Evaluation of the progress made toward achieving the objectives of the program seemed to be based on two major types of instruments. Since teachers participating in the district's summer school program had (and have) aides, commercially-prepared criterion-referenced tests written in English were used extensively. Instruction for the students was planned according to the diagnosed needs. Classes were kept to about 15 students per teacher. In the long term, however, matters were (and are) different. No special funds were available to provide aides for all of the teachers participating in the bilingual education program. Consequently, greater use was made of English standardized tests and commercially-prepared informal reading inventories written in English. Too, class size could not (and cannot) be as rigorously controlled, since all of the children attending school need to be provided for. Insufficient funds seemed to hinder the construction of additional classrooms and the hiring of additional teachers.

In the event that a teacher needed instructional advice, or other types of assistance, the principal was consulted first. The administrator helped if s/he could. Otherwise, s/he inquired about securing the necessary aid.

The interview further established that the supervisor had no direct influence as to who was hired to work in the bilingual bicultural program. Additionally, the performance of the teacher in the classroom was evaluated solely by the principal of the respective school. The supervisor provided the administrator with input only when the latter

requested it.

According to the interviewee, a bilingual educator, or any other teacher, should possess certain characteristics. Among these are:

1. A basic understanding of child growth and development;
2. A commitment to teach with pride;
3. A positive attitude reflecting humanitarian, rather than pecuniary, values;
4. An awareness of students' needs;
5. A knowledge of the scope and sequence of content; and,
6. A knowledge of their own expectations and responsibilities, as well as those of the students, and an understanding of how to accomplish these ends.

In a more non-directed fashion, it was established that the role of this supervisor varied extensively. This individual scheduled and attended meetings with different school personnel as needed. Also, this person was responsible for meeting weekly with school building principals to discuss problems or activities planned. Additionally, the supervisor participated in the training sessions scheduled for teachers in the bilingual program, and visited the educators in their respective schools as frequently as possible. This individual helped to make the necessary arrangements for the teachers involved in the bilingual program to obtain the required endorsement or certification from the Texas Education Agency.

Perceptions of the district's bilingual education program apparently varied among administrators, teachers, and members of the community. It was established that some actively supported the program while others did not. Part of the problem appeared to stem from there not being an apparent need in the community to learn a second language. Teachers were seen as having to try to convince the learners of this necessity.

Another aspect was that some parents actively sought to influence the school to teach material in English only, rather than in both Spanish and English.

A certain degree of confusion was felt to exist regarding the state mandates concerning bilingual education and local needs. The supervisor believed that university training should thoroughly inform prospective teachers about the meaning of bilingual bicultural education. Additionally, the district administrators, as well as members of the community (i. e., the parents), also apparently needed to attain a sound understanding of the concept. The supervisor felt that a letter to the parents, explaining the program and their youngster's participation in it, might help to clarify matters to some degree.

After the comments above, the supervisor was thanked for the information, and the interview was terminated.

CONCLUSIONS

In reviewing the data obtained from the interview, certain conclusion seem feasible. The bilingual program is apparently attempting to provide its teachers with the training necessary to implement instruction successfully. This is evident from the several institutes in which the educators participate. The findings also appear to indicate an inconsistency between the district's philosophy of bilingual bicultural education and the manner in which it is implemented. For example, youngsters in Kindergarten through third grade, who are helped to develop their oral language in Spanish and to read and write in this language, are being evaluated at the end of the academic year by means of a standardized achievement test written in English. Consequently, the youngsters apparently are being tested in a manner different from that in which they were taught. Any academic growth attained by the students in Spanish literacy skills would probably not be reflected through an evaluation of this nature.

Part of the inconsistency which appears to exist may be due, at least in part, to the supervisor having too many responsibilities. This individual does not appear to have enough time to "clinically" supervise the teacher working in the program. In a constructive clinical supervision situation, the supervisor and the teacher work with mutual respect in an attempt to improve the instructional program (Cogan, 1973). In addition, the supervisor's lack of input into the hiring of teachers who are to work in the bilingual program appears to

lead to highly unpredictable results. Apparently this individual has no opportunity to evaluate the philosophy and understanding of bilingual education which the prospective teacher possesses.

Personal attitudes appear to influence the performance of individuals al all levels - from administrators to teachers to parents. Since there seem to be various interpretations of the district's bilingual program, support for it also appears to be diversified. Part of the variance in attitude, at least among teachers, may be due in part to their annual salaries. According to the district's most recent teacher contracts, a beginning teacher with a Bachelor's degree earns approximately $8,600 annually. According to a representative of the American Federation of Teachers, the Bureau of Labor Statistics published a report in 1977, which stated that an annual salary of approximately $17,000 would be adequate in today's economy considering the rate of inflation. This writer also recognizes that there are apparently some financial constraints within the district at the present time.

In addition to salaries, class size may also affect a teacher's attitude toward his/her work. In the regular school year, enrollment in the district may run as high as thirty-five to forty students per teacher. This educator normally will not have an aide in the classroom. Finally, not only might class size affect a teacher's attitude toward the profession, but it appears that this factor also tends to affect the achievement of children, especially those in the primary grades. Frymier and Hawn (1970) found that first grade classes with no more than 29 students each obtained significantly higher reading achievement scores than those with at least 37 students in them.

RECOMMENDATIONS

Two major factors apparently need to be addressed in an attempt to improve the effectiveness of the bilingual bicultural program in the school district. These are a thorough and clear understanding of the program on the part of all concerned and the influence of economics on the total design.

Several avenues might be considered in order to attain a comprehensive view of the bilingual education program. Several meetings among the administrators involved, including the personnel director and the supervisor, might prove to be very profitable. It appears that existing questions about the program could be "cleared up" here, before going out into the schools to work with teachers and other members of the community. Possessing a thorough understanding about the philosophy of bilingual education and of the type of people needed to function successfully in this type of setting seem to be critical areas for comprehension. Further information about these topics may be secured from the work of such authors as Castaneda, et. al. (1975), Chapa (op. cit.), Travelle (op. cit.), Fishman, et. al. (1966), and Gaarder (1965, 1967).

After these initial sessions, it might prove fruitful to conduct workshops in the evenings in a school involved with the bilingual program, or in a community center near the school. At this time, members of the community and the teachers involved could be urged to attend in order to receive an explanation from a thoroughly informed

individual on the nature of bilingual education in general and within the district. Citing examples of similar research projects which have been successful could possibly help clarify some issues. Explaining how the local program would be implemented would appear to be of utmost importance at this time. It could conceivably be necessary to hold several of these meetings, as well as additional informative sessions with the teachers in the schools. The idea of parents and teachers attending a meeting together appears to be potentially very positive in nature (Roth, op. cit.).

Religious leaders in the community might also be contacted by bilingual education program personnel in order to help disseminate information. The Reverend Jesse Jackson has found this technique, as well as some of the previously mentioned ones, to be quite effective in promoting the cause for education and achievement.

The other factor which appears to affect the eventual success of the bilingual program is economics. It has been previously stated that the district is currently experiencing financial restraints. Perhaps it is necessary to have political activitists, political realists, and political sophisticates at the federal and state government levels seek to increase the amount of money allocated to bilingual education programs. Fishman (1976) suggests that key people and strong supporters of education in the state legislature and in the U. S. Congress be contacted, especially those individuals serving in appropriations committees. The author proposes that supporters of bilingual education align themselves with special interest and lobbying groups in order to make their views known. Convincing the legislators that bilingual education is not "merely another anti-poverty measure" concentrated in a particular region of the country seems to be of utmost urgency.

Fishman also feels that it is necessary to demonstrate that this educational concept can be an opportunity for the United States to attempt to achieve "cultural pluralism," a very important part of cultural democracy.

Uniting with organizations such as N. E. A. (National Education Association) was also considered by Fishman to be a viable alternative in order to try to improve the financial situation of bilingual education programs. Additionally, contacting organizations who had been able to obtain substantial funancial assistance was viewed as a means of acquiring potentially useful information. In this writer's opinion, the Council for Exceptional Children exemplifies such a group. Perhaps affiliation with agencies such as the National Association for Bilingual Education (N. A. B. E.) and the Teachers of English to Speakers of Other Languages (T. E. S. O. L.) could also prove beneficial.

With additional monies, more supervisors and/or teachers could possibly be hired to relieve some of the work load. If adscititious personnel is not employed, the current supervisor might consider the following suggestions:

1. From each of the schools involved with the bilingual program, the teacher felt to be the most successful in the classroom could be selected.
2. Through regularly scheduled meetings with the supervisor, these educators would be trained in various areas of bilingual education.
3. Upon returning to their respective campuses, these teachers could serve as resource personnel.
4. Should this resource teacher be unable to help a colleague with a particular curriculum problem, the supervisor could then be contacted to work directly with the educator in need of help.
5. Relationships at all levels would be expected to exist on a nonthreatening, colleagueship basis.

For further information, Cogan (op. cit.) can be consulted.

Salary increases, especially for teachers, also seem to be warranted. In talking to one of the teachers in the school district, a strong sense of dissatisfaction was noted, due largely to the pay rate. This educator mentioned that with higher salaries, more teachers would probably conduct themselves as "professionals" - be more concerned with the instructional needs of the students, rather than with their economic situations. During a discussion in a Sociology of Education class, in which this writer participated, an example of the effect of "reasonable" salaries on teachers was noted. As soon as educators in a New York school district were offered approximately $16,000 annually for their services, they started thinking about what could be done to improve the curriculum. Apparently these individuals thoroughly understood and believed in the Protestant Work Ethic of being justly rewarded for exerting their best efforts.

Two other items appear to be related directly to curriculum. An investigation into the quantity of English and Spanish that is being utilized in the university classes designed to prepare bilingual education teachers may prove to be useful. It appears that teacher trainees should have frequent opportunities to demonstrate their pedagogical skills in both English and Spanish. Such a practice has proven to be quite profitable, according to Blanco (op. cit.).

The evaluation procedures currently being employed in the bilingual program also apparently need to be reconsidered. Since the students at some point in the day generally receive instruction in Spanish, but are being evaluated with instruments written in English, it is suggested that a resource agency (i. e., the Dissemination and Assessment Center for Bilingual Education in Austin, Texas) be contacted for assistance in an attempt to deal with this situation. Catalogues of materials

dealing with evaluation instruments for bilingual education at all levels, as well as parental involvement questionaires, are available. Additionally, this writer strongly recommends a frequent and accurate assessment of the program's progress at each of the schools involved in order to help determine if any changes are warranted at any particular time. Too, this procedure could potentially serve as an excellent means of gathering data in order to determine the merits of the bilingual education program. This information could conceivably be used to help explain the effectiveness of the program to the community at large.

This writer takes the position that the items addressed in this paper bear directly upon the eventual performance of bilingual education teachers in the classroom. It is hoped that the information contained herein may help the school district in achieving the goal of "cultural democracy" for each of its students.

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